DOCUMENT RESUME

ED 133 131 RC 009 610

AUTHOR	Wiker, Nancy R.
TITLE	Curriculum Preparation for Adulthood: A Course for High School Seniors. Pennsylvania Cooperative Extension Studies 66, November 1976.
INSTITUTION	Pennsylvania State Univ., University Park. Cooperative Extension Service.
SPONS AGENCY	Department of Agriculture, Washington, D.C.
PUB DATE	Nov 76
NOTE	61p.
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	Activities; Adult Development; Bibliographies; Business Education; Community Resources; Concept Formation; Consumer Education; *Curriculum Guides; Educational Objectives; Family Role; Financial Needs; *Home Economics Education; *Human Living; *Interdisciplinary Approach; Life Style; Parenthood Education; Rural Areas; *Secondary Education; Seniors; Social Studies; *Units of Study (Subject Fields)
IDENTIFIERS	*Pennsylvania (Lancaster County); Pequea Valley School District PA

ABSTRACT

Resulting from a survey of two past graduating classes (1967 and 1972) and teacher involvement, this curriculum guide for seniors in the Pequea Valley School District (a rurally conservative area comprised mainly of an Amish and Mennonite population in Lancaster County, Pennsylvania) constitutes the home economics component of a joint effort on the part of the business, social studies, and home economics departments to develop a course in adult living. Comprising one third of the total time alloted for the course, this home economics component involves the following units: (1) Life Style (2 weeks and 10 periods); (2) Individual and Family Roles (2 weeks and 10 periods); (3) Income Relating to Life Style (3 weeks and 15 periods including: sources of income; spending money; planned buying; financial planning); (4) Facing the Possibility of Children (3 weeks and 15 periods including: the role of parenthood; the child as a family member; child care; quality of family life); (5) The Community (2 weeks and 10 periods). Each unit is presented in tabular form and includes the following: concept to be developed; a generalized assumption; specific objectives; supportive learning; the learning experience, including hand out suggestions, human resource suggestions, activities, etc.; and written resources. Additionally, a bibliography is presented following each unit. (JC)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

Extension Studies 66, November 1976

Curriculum Preparation for Adulthood: A Course for High School Seniors

Nancy R. Wiker

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

The Pennsylvania State University
Cooperative Extension Service
University Park, Pennsylvania

The Pennsylvania State University

The Graduate School

Department of Agricultural Economics and Rural Sociology

Curriculum for Preparation for Adulthood:
A Course for High School Seniors

A Professional Paper in

Extension Education

by

Nancy R. Wiker

Submitted in partial fulfillment
of the requirements
for the degree of

Master of Education

November 1976

Approved:

_____	_____ Daryl K. Heasley, Associate Professor of Rural Sociology Extension, Program and Thesis Advisor
_____	_____ William M. Smith, Jr., Professor of Rural Sociology Committee Member
_____	_____ Twyla M. Shear, Professor of Home Economics Education Committee Member

TABLE OF CONTENTS

page

Introduction 1

Purpose 3

Justification 3

References 8

Implementation 9

Overall Objectives 12

Concepts 13

Choosing A Life-style 13
Resources 14

Individual and Family Roles 15
Resources. 17

Income Relating To Life-style 18
Sources of Income. 20
Spending Money 21
Planned Buying 22
Financial Planning 24
Resources 25

Facing the Possibility of Children 26
The Role of Parenthood 28
The Child as a Family Member 30
Child Care 31
Quality of Family Life 33
Resources 34

The Community 35
Resources 37

INTRODUCTION

The Pequea Valley School District is located in eastern Lancaster County, Pennsylvania. The district is composed of three townships, Leacock, Paradise, and Salisbury. The area is basically rural and conservative in nature. This is due partly to a large element of Amish and Mennonite sects.

The school is a focal point of many community and social activities. The three villages: Paradise, Intercourse, and Gap are able to meet most of the general needs of the population. Most of the outlying bergs have a small general store stocking everything from groceries to hardware. Families rely on outside areas for clothing purchases and specialized medical care.

Farming is one of the largest occupations in the area. No other large industry is located within the district so many individuals commute to nearby towns and to Lancaster to industrial jobs. There is a growing tourist trade due to the Pennsylvania Dutch attractions. This trade provides an abundance of part-time and summer jobs for students.

There is indication that many students remain in the area after graduation. Of a high school population of approximately 650 in grades nine through twelve, about 20 percent of the graduating classes go on to higher education. More than 80 percent of the graduating classes of 1967 and 1972 found their initial employment within the school district or nearby area. (10:2)

Currently the school district offers a traditional selection of major subjects. In addition, the business and agriculture departments include work experience opportunities in their programs. A small number of students also take part in a general work experience program.

All of these programs are well received by the students.

Even though the traditional curricula are well received by students, teachers were interested in additional courses that might help prepare the student to assume a more adequate role in the local and outside communities in the future. According to a survey of two past graduating classes (1967 and 1972), the students indicated that school was the least helpful in preparing them for marriage and family affairs; to conduct their own business; to use money wisely; and to take part in community affairs. (10:2)

During the 1975-76 school year several departments in the high school began gathering information for the curriculum of a proposed course in preparation for adult living. The departments working in this effort are home economics, social studies, and business. Each department will develop a curriculum outline which eventually will be incorporated into a team taught course. The concept of this course has the approval of the high school principal, John King, and the district superintendent, Reginald Remley.

Presently the home economics, business, and social studies departments teach courses independently which sometimes overlap in subject matter. Through personal informal discussion with students and teachers it has become evident that many of the same concepts are being covered in these areas.

Pequea Valley School District does not have department heads which makes the coordination of curricula difficult. Although the administrators are aware of the problem, no funds for department heads have been allocated. Some of the problem caused by a lack of department heads could be reduced through the implementation of this course. Not

only would these subject matter areas be involved, but other departments such as physical education would be affected, and, thus, would add to the overall focus of the proposed course.

PURPOSE

The basic purpose of this course is to graduate students from Pequea Valley who are competent in dealing with some of the practical matters faced by most adults. The emphasis will be on practicality. The course will be designed to help the individual become a better functioning adult member of family and community. This paper will be limited to an outline of the home economics involvement in this endeavor.

JUSTIFICATION

The basic reason for coordinating and implementing this effort is the felt need expressed by the students. Student need is foremost. A joint effort by faculty members in the various subject matter areas would be more encompassing than that of one particular area in applying concepts from marriage and family affairs, conducting family business, and community affairs.

Any new course must meet the needs of the student and relate to the total school philosophy. Part of the Pequea Valley High School Philosophy states that, "Each student must be prepared psychologically to respect and recognize the importance of a happy family life as basic unit of our democratic society; must learn to be responsible members of home, school, and their chosen occupation, community, state, and their world." (13:100) A course of study focusing on this aim from several disciplines should strengthen the implementation of this goal. In other words a course of study should have more impact than a single class or course.

The proposed course has many general goals in common with the stated Pequea Valley High School Aims and Objectives, found in the teacher handbook. These are:

> To help students better understand and know themselves, their future responsibilities toward their present and future families, their community, their state, their nation and world.
>
> To teach students to think logically, express themselves clearly, make wise decisions, and develop realistic goals.
>
> To develop understanding of man's relationship to his environment.
>
> To help develop an understanding in our students toward being intelligent and efficient consumers. (13:100)

Although these goals apply to the overall curriculum at Pequea Valley High School, they are directly related to the endeavors of this joint effort.

Since home economics is an area composed of five basic subject areas, it is in a position to be a base or coordinating resource. Teachers of home economics are also experienced integrators of materials from many areas due to the multi-faceted subject matter taught.

All students are currently involved in families. This suggests that course materials applied to the family may be a beneficial and practical route. "The focus of Home Economics is family in its various forms. Family is defined as a unit of intimate transacting and interdependent persons who share some values and goals, responsibility for decisions and resources and have committment to one another over time." (12:1)

A vicious cycle of poverty is started when young people in high school are forced to make decisions prematurely about completing school,

early marriage, work, and parenthood. (7) Those living in nonmetropolitan areas have a 14.4 percent incidence of poverty compared to a 10.2 percent incidence in metropolitan areas. (2) "Poverty, no matter how it begins, if it is permitted to persist for a significant period, has its effects on poor people that, in turn, tend to keep them poor. Thus once people are poor, it takes sustained intervention on many fronts to return them to the ranks of the non-poor. (10:65) In the Pequea Valley School District, almost 20 percent of all children under the age of 18 are poor. This is a rate of two times the rate of either Pennsylvania or Lancaster County. (14:51) Children who spend many of their early years in poverty often start their lives with handicaps, both physical and educational, which in turn becomes part of the cycle of poverty. The mean family incomes of District in 1970 were all below the state and county levels. (14:48)

There is a higher percentage of children living in poor housing and homes lacking plumbing in the school district than in the county. Part of this may be attributed to the Amish culture which does not have plumbing and the families traditionally have been larger than the mean of their communities.

In the last ten years many individuals have expressed a concern for the future. Many feel we are on the brink of a new kind of society, but no one knows exactly what kind. As part of the educational process, students need to recognize the possibilities for the future and their part in making changes and coping with them. One philosophical view of our educational system focuses on the future and the preparation of students to meet the challenge. Although not all agree with this, this is the basis on which this course is formulated.

According to Carlifred Broderick, "social change consists of individual and family decisions to shift behaviors." (1:17) As the world becomes more complex, the alternatives in life increase. In the future we will need to invent more alternatives to deal with the emerging conditions. Many graduates from high school are unsure of what they will do after graduation. It would be helpful and beneficial to students to learn how to explore and rationally evaluate alternative life-styles as well as new possibilities open to them of which they may not be aware.

Dr. Louis Rubin says that the Protestant Ethic is dead. A new scheme of values is coming into play. We need to teach the young some system of defining values in their lives. (5)

In this regard, Somerville states:

> Knowledge of the roles people have played in family dramas through time and in different societies, the new roles and values that are emerging or becoming widespread, and the societal sources and consequences of these changes in roles and values is a first step for individuals who want a basis for making choices in family life. We live in an era of unprecedented searching for meaning and guidance. Never before in western societies has there been so much freedom for so many people to choose varying solutions to the problems of living. (9:xvi)

Ninety-four percent of all Americans marry. Many individuals marry within five years of graduation from high school. Research has shown repeatedly that the earlier the marriage the greater the chance of failure. (4:229) An awareness of possible trouble areas in marriage may be of help in resolving or preventing marital unhappiness.

Education for parenthood has received wide acclaim in the past few years. It is generally felt that the young are not being well prepared to face the challenges of being parents. Eighty-five percent of all

Americans marry and have one child or more. Some preparation for the responsibilities of parenthood needs to be made. Children are one of our most valuable resources. Everything possible must be done, both by parents and by the community, to help them develop to the peak of their capacities--physically, mentally and emotionally. (3:26)

As the cost of living soars and is not met with a raise in pay it often becomes a source of conflict in marriage. The cost of living for a family of four in Lancaster County in the fall of 1975 was $15,101 for a family on an intermediate budget and $9,735 for a family on a low budget. (6) Young people "enter marriage with ideas about spending and saving, using and preserving developed by living in an affluent society. The relatively low incomes of young marrieds may present a 'teachable moment' for management." (7:6)

It is not common for young people to take an active part in their community. Young families are often said to be outside the mainstream of the community life. They appear not to be particularly interested in becoming so. (7:8) Lancaster County has a wide range of community services and organizations available. Many families are unaware of these services or how to use them. Part of the education of the young should be in how to locate, use, and participate in the community in which they live. A basic aim of education is to improve the quality of life of the individual. The high school, the community, and its resources contribute to the quality of life of its inhabitants.

REFERENCES

1. Broderick, Carlifred: "Roles, Family, and Change," Forum, Spring/ Summer 1976, J. C. Penney Company, Inc.

2. Cordes, Sam M.: Professor of Rural Economics, Pennsylvania State University.

3. Gordon, Sol and Mina McD. Wollin: Parenting, A Guide for Young People, Oxford Book Company, New York, 1975.

4. Nye, F. Ivan and Felix M. Bernardo: The Family: Its Structure and Interaction, MacMillin Publishing Co., Inc., New York, 1973.

5. Rubin, Dr. Louis: Lecture at Pennsylvania State University, June 25, 1976.

6. Shaw, Charles: "Cost of Living Soars for Family," Intelligencer Journal, April 13, 1976.

7. Smith, William M. Jr.: "Focus on Young Families," presented at New England AEHE, Durham, New Hampshire, November 2, 1970.

8. Smith, William M. Jr.: Professor of Rural Sociology, Pennsylvania State University.

9. Somerville, Rose M.: Introduction to Family Life and Sex Education, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1972.

10. Tussing, A. Dale: Poverty in A Dual Economy, St. Martin's Press, New York, 1975.

11. _____"Follow-up Study" on graduating classes of 1967 and 1972 from Pequea Valley High School.

12. _____"Home Economics - New Directions II" American Home Economics Association, May 1976.

13. _____ Teacher's Professional Handbook, Pequea Valley High School.

14. _____ Children In Pennsylvania, Vol. 37, Lancaster County, Pennsylvania State University, University Park, Penna.

IMPLEMENTATION

The senior year seems to be the most teachable moment for implementing a course in adult living, as the student takes final steps before entering the adult world. As stated earlier, many Pequea Valley School District graduates receive no further formal education and live in much the same surroundings in which they grew up. Making the course a requirement for graduation would mandate that all students take part in this learning experience.

The course content resulted from the felt need expressed by students in the 1967 and 1972 surveys and informal in-school discussions. This curriculum is not meant to be comprehensive of home economics. Other courses in the home economics department at Pequea Valley High School include: General Homemaking II (child development ages 3 - 5, basic foods, nutrition, meal management, interior design, and clothing construction); Introductory Foods; Foods and Consumerism; Clothing and Textiles; Family Living and Home Crafts; and Housing and Home Furnishings. Students who wish for an in depth study in any of these areas have these courses from which to choose. With such a large volume of material available, and with careful planning and implementation no overlap will occur.

The three subject matter areas of home economics, social studies, and business involved in this proposed course will be integrated for the implementation of the course. As previously mentioned, each area will plan curriculum from its own area. Each area will teach its own material with input from other areas in a team taught method. In this way the principal teacher would present the classes with others adding to and enhancing the concepts being taught with information from their

other perspectives. This would enable the student to see concepts from several standpoints.

In order to cover all the material presented the class would need to meet each day for a 52 minute period. Each subject matter area will have one third of the total time or about 60 periods including evaluation time. The following breakdown of time is for the home economics area, but the other areas would have similiar time frames.

Unit	Time in weeks	No. of periods
Life-style	2 weeks	10
Individual and Family Roles	2 weeks	10
Parenting	3 weeks	15
Getting and Spending Money	3 weeks	15
The Community	2 weeks	10
Total	12 weeks	60 periods

In an overall perspective, the home economics program might fit into the entire program in its integrated form on a 36 weeks basis as follows:

Social Studies:

- Historical background of the family in U.S.
- Governmental policies and issues
- Current affairs (home economics input)
- Role of the American family today (home economics input)
- Community affairs (home economics input)

Business:

- American economics related to adult life
- Business skills
  - Insurance
  - Income taxes
  - Consumer Economics (home economics input)
  - Money and Banking (home economics input)
  - Family Finance (home economics input)
  - Contracts

Home Economics:

Life-style (social studies and business input)
Individual and Family Roles (social studies and business input)
Parenting (social studies and business input)
Getting and Spending Money (business input)
The Community (social studies input)

Final meshing of subject matter areas/concepts are yet to be decided. The classes will be a mixed group in abilities, interests, and male to female ratios. Students benefit from one another and gain insights through a wide variety of viewpoints.

OVERALL GENERALIZATIONS

1. The family is a unit of intimate transacting and interdependent persons who share some values and goals, responsibility for decisions and resources and have commitment to one another over time.

2. Families and communities share responsibility for offering children and youth opportunities for education, for maintaining physical and mental well-being, for recreation, for protection from danger, and for developing religious faith.

3. Each person's behavior is influenced by the attitudes, values, and interpretations of their environment that he/she has accumulated through the early and continued experiences in the family, with peer groups, and in the community.

4. Value systems, which are important criteria for decision making, are developed as a person's needs are met, as he/she thinks about and reacts to his/her experiences, and as he/she adjusts to change.

5. Individuals' interpretation of their own role and of the roles of other family members influence their interactions within the family.

6. When individuals understand change and have some methods and resources for coping with it, they can be a force in determining the direction of change.

7. Home management consists of purposeful behavior in the creation of resources to achieve family goals.

8. The resources available for meeting family needs include interpersonal skills, availability of goods and services, purchasing power, personal information, abilities, time, and energy.

9. Rational decisions of individuals and families reflect differences in the perception of goals and goal achievement and represent choices resulting from logical analysis of the elements of situations.

Concept: Choosing a Life-style

Generalization: Individuals choose life-styles that meet their needs and are acceptable to them.

Objectives	Supportive Learnings	Learning Experiences	Resources
Gain an awareness of several alternative life-styles.	The life-style an individual chooses is a reflection of his/her values and goals.	Discussion of life-styles of early Americans.	Somerville, p. 9.
	A great many people lead personally satisfying lives without ever marrying.	List and examine some alternative life-styles to traditional marriage.	Bowman, pp. 81-92. Smith and Smith. A.D. 1975, entire issue. Somerville, pp. 13-16. "Living Together: An Alternative to Marriage" Westlake, Ch. 27. Knox, Ch. 6.
	The Society in which a person lives helps shape their life-style.	Discussion: How has your life so far helped to determine the life-style you will choose?	
Choose a life-style that you feel may be suited to you and analyze why this could be a possibility for you.	People should feel free to choose the life-style best suited to them as individuals.	Discuss: Being mature is necessary to be able to make life decisions. Write a short paper concerning a new life-style for the future.	

Evaluation of Objectives: Choose a life-style that you feel may be suited to you as an individual and analyze in terms of advantages and disadvantages why this could be a possibility for you. Relate your findings to the class.

RESOURCES

1. Bowman, Henry, A., Marriage for Moderns, McGraw-Hill Book Company, New York, 1974, seventh edition.

2. Knox, David, Marriage, Who? When? Why?, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1975.

3. "Living Together: An Alternative to Marriage," Judith L. Lyness, and Milton E. Lipetz, and Keith E. Davis, Journal of Marriage and the Family, May 1972, pp. 305-311.

4. Smith, James and Lynn G. Smith, Beyond Monogamy, Johns Hopkins University Press, Baltimore, 1974.

5. Somerville, Rose, Introduction to Family Life and Sex Education, Prentice-Hall Inc., Englewood Cliffs, New Jersey, 1972.

6. Westlake, Helen Gum, Relationships, Gin and Company, Lexington, Mass., 1972.

7. A.D. 1975, Vol. 4 No. 5, May 1975.

Concept: Individual and Family Roles

Generalization: Individuals' interpretations of their own role and the roles of other family members influence their interactions within the family.

Objectives	Supportive Learnings	Learning Experiences	Resources
Recognize factors to be weighed in determining which roles to be assumed.	The modern young couple works out a system of who will do what on the basis of individual preference, work schedules, time and strength, and a sense of fairness.	Exercises about roles. "New Perspectives on Changing Roles: Issues of Impact."	Forum, Spring/Summer 1976, pp. 2 and 3.
			Duvall
		Compare the advantages and disadvantages of modern and traditional role assignment.	Nye and Bernardo, Ch. 10.
		Discuss: How have the roles of wife, husband, son, daughter, and woman, worker, friend, parent, and student changed during the past decade? Bring to class evidence to support your points.	
		Personal opinion response on roles of men and women in society.	Forum, Spring/Summer 1976, p. 9.
	Individuals bring to a marriage previous conditioning and emotional sets which take adjustment to fuse.	Read: Married Life, pp. 33-40. Cultural and Behavorial differences.	Riker
		Read: Relationships Ch. 22. A discussion of role expectations in marriage.	Westlake
		Handout: The Developmental tasks of the Establishment Phase of the Life Cycle.	Duvall, p. 128.

Concept: Individual and Family Roles (continued).

Objectives	Supportive Learnings	Learning Experiences	Resources
Understand the implications of role change.	Today's rapid change necessitates restructuring family life-styles and thus role responsibilities.	Presentation of various family forms and their distribution. Discussion of family forms and life-styles.	Forum, Spring/Summer 1976, p. 14.
		Discussion: How do role responsibilities differ with each type of family form?	
		Discussion: How do roles change with the stages of the life cycle?	
		Discussion: How do roles change with the change in power bases in the family?	Udry, Ch. 13.
	Families will probably find there will be more opportunities to choose, plan, and pattern family roles in the future.	Bring to class input for discussion current articles and information about roles and their effects.	
		Review and react to: The Total Woman The Kitchen Sink Papers	Morgan McGrady
	A major role shift for one member usually has role change implications for other members as well. They make adjustments to the change.	List some possible major role shifts and discuss implications of these role shifts for others.	
		Exercise: Appraising Role Shifts.	Forum, Spring/Summer 1976, p. 19.

Evaluation of Objectives:

Given a hypothetical situation or role change the student will point out factors that must be weighed in the situation to determine role responsibility and discuss possible implications through class discussion.

RESOURCES

1. Duvall, Evelyn Millis, Family Development, J.B. Lippincott Company, New York, 1967, third edition.

2. McGrady, Mike, The Kitchen Sink Papers - My Life as a Househusband, Doubleday and Co., Inc., New York, 1975.

3. Morgan, Marabel, The Total Woman, Fleming R. Revell Co., 1975.

4. Nye, F. Ivan, and Felix M. Bernardo, The Family, Its Structure and Interactions, MacMillian Publishing Co., Inc., New York, 1973.

5. Schulz, Esther, and Sally R. Williams, Family Life and Sex Education, Harcourt, Brace, and World, New York, 1969.

6. "The Family Roles of Modern Man," William M. Smith, Jr., Illinois Teacher of Home Economics, Vol. X. No 1, Fall 1966-67, pp. 1-17.

7. Somerville, Rose, Introduction to Family Life and Sex Education, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1972.

8. Udry, Richard, The Social Context of Marriage, J.B. Lippincott Company, New York, third edition, 1974.

9. Westlake, Helen Gum, Relationships, Ginn and Company, Lexington, Mass., 1972.

10. Forum, Spring/Summer 1976.

Concept: Income Relating to Life-style.

Generalization: Every family needs to come to terms with the realities of its own income in relation to its desired life-styles for a satisfactory means of family management.

Objectives	Supportive Learnings	Learning Experiences	Resources
To add two to three abilities in making valid judgments in a personal value system and in choosing goals which fulfill values relating to financial management.	An awareness of family values and goals is desirable for making decisions about spending money.	Skim some novels and identify the wishes involving money that seem to greatly influence the behavior of the central characters. Evaluate: Were the wishes sound and reasonable? Illustrate reactions by citing brief passages from the book.	Life With Mother, Day Belles on their Toes, Gilbreth Island Magic, Goudge This Much Is Mine, Henderson Way Things Are, Lawrence Alice Adams, Tarkington
		Read: Management for Better Living, Ch. 1.	Starr
		Discuss the role of values as basic guidelines in life and identify some of your personal values.	
		Discuss factors that often cause money problems in marriage.	Westlake, pp. 270-277.
	A capacity to set realistic goals requires an awareness of the past as well as the awareness of the opportunities in the environment and the potentials of family members.	Read and discuss case study in Married Life.	Riker, pp. 399-400.
		Make a list of what you feel your family's goals are. Show it to your family to see if they agree. Revise if necessary.	

Concept: Income Relating to Life-style (continued).

Objectives	Supportive Learnings	Learning Experiences	Resources
Recognize the responsibilities of financial management in the various stages of the family life cycle.	The demands and expectations of society present management opportunities to families throughout the life cycle.	Read: Management for Better Living, pp. 355-362.	Starr
		Read: Married Life, pp. 428-429.	Riker
		Discuss the family life cycle and its changes over time. Describe the family needs at the present stage and try to predict needs at future stages.	
		Chart variations in family income and spending over the life cycle.	Gross, Crandall, and Knoll, pp. 504-505.

Evaluation of Objectives: Either verbally or in a written account, take a particular situation in your life and describe how you might use finances to attain goals.

Write a description of your family in its stages of the life cycle describing its financial responsibilities.

19

Concept: Sources of Income

Generalization: A young family must have mutually agreeable sources of income for the immediate and distant future for continuing and satisfying marital relationships.

Objectives	Supportive Learnings	Learning Experiences	Resources
Identify possible means of income that can be used to achieve objectives throughout the life cycle.	The perception of available income resources may help or limit the management potential of families.	Discuss the means of family money income: job satisfaction working wife second job investments	Westlake, Ch. 23.
		Brainstorm all kinds of abilities and skills that may be potential sources of income.	
		Read: Management for Better Living, pp. 344-348.	Starr
		Discuss the kinds of income: money, goods, services, and satisfactions.	Gross, Crandall and Knoll, Ch. 15.
Understand how families use incomes to achieve goals.	Resources are the things that help us to achieve goals. Recognizing the resources present can allow us to improve ourselves and our communities if these are our goals.	List the sources of your family's income and indicate which family members contribute to the income. Discuss their contributions. Compare family goals to income sources.	

Evaluation of Objectives: Using a taped interview of a family discussing their sources of income and goals, evaluate according to the use of their resources to attain the goals.

Concept: Spending Money

Generalization: A young family makes decisions concerning how their income is to be spent.

Objectives	Supportive Learnings	Learning Experiences	Resources
Understand that the management of money rather than the amoung available is often responsible for the satisfactions in the family experience.	Money has meaning in the satisfactions that it brings.	Read: Management for Better Living, pp. 348-355. Write a brief statement of your beliefs about the value of money. Tell what you believe it will and will not do. Illustrate with examples. Read: "Managing the Money Squeeze" Handout: Influences on spending of money.	Starr Reader's Digest Westlake, p. 273.
Understand the advantages and disadvantages of each method of income management in families.	Families who choose methods of income distribution which are suitable for their particular situation tend to get greater satisfaction from their incomes.	Present four methods of income distribution in families: democratic, joint, delegation, and dole. Identify the type of income distribution system your family uses. Discuss: If you did not help to earn the family income, do you have a right to help decide how it should be spent?	Starr, pp. 396-398. Schulz and Williams, pp. 200-203.

Evaluation of Objectives: Write a one page discussion of how you might want your family to go about choosing a(n) individual to manage the family income. Include in the discussion the qualities that this person (s) should have and why.

Concept: Planned Buying

Generalization: Planned buying along with the intelligent use of consumer information and past experiences tend to increase satisfactions with goods and services chosen.

Objectives	Supportive Learnings	Learning Experiences	Resources
Understand and use good consumer practices in the simulated purchase of a selected item.	Consideration of the factors such as time of purchase, type of store, the use of buying guides and a shopping plan can aid in choosing products of acceptable standards with the resources available.	Make a list of the stores and other commercial businesses in the immediate area.	Local businesses
		Describe as many of the services in the area as possible.	
		Discussion: What are the advantages of shopping locally compared to the city?	
		List and describe types of stores and their characteristics.	
		Discuss sales and using them.	Riker, p. 419.
		Discuss buying seasonal items.	
		Examine a selection of buying guides and find out what they tell you about a product. labels - advertising - protections - books - guarantees - magazines.	Starr, pp. 411-415. Riker, pp. 413-418. Examples of buying guides
Understand how the method of payment of an item can actually increase the cost of that item.	The methods of payment a family uses for the purchase of goods and services is dependent on their present and future outlook and underlying values.	Construct a bulletin board on the methods of payment of goods and services.	

Concept: Planned Buying (continued).

Objectives	Supportive Learnings	Learning Experiences	Resources
		Read: Management for Better Living, pp. 407-410.	Starr Riker, pp. 439-449. Gross, Crandall and Knoll, pp. 556-570.
		Discuss the advantages and disadvantages of each method of payment.	

Evaluation of Objectives: Armed with a limited amount of money, select and 'purchase' an item considering the type of store, time of purchase, guides, and a well thought out plan. Include a method of payment in your report.

Concept: Financial Planning

Generalization: A young family's task is to develop sound financial plans to facilitate the achievement of goals to the satisfaction of family members.

Objectives	Supportive Learnings	Learning Experiences	Resources
Gain a greater appreciation of financial management.	Managing money is a learned experience.	Read: Management for Better Living, pp. 386-406.	Starr
	Experiences with money develop the ability to manage money efficiently.		
	Making financial plans tends to result in increased financial benefits for families.	If possible, sit in on a family discussion of finances.	Gross, Crandall, and Knoll, Ch. 15.
	Participation of family members in the making of a financial plan contributes to satisfactions with the plan.	If possible, help plan your family's use of income for a period of time.	
	Family financial planning promotes better family relationships.	Film on a family planning their use of income. Managing Family Income	Household Finance Co.
Gain an interest and some ability in making financial plans and keeping records for the family.	A budget is a tool for financial planning.	Handout: "A Guide to Budgeting for the Young Couple."	House and Garden Bulletin No. 98, USDA.
	The process of making a budget may affect the attitude of a person or people toward money use as it tends to develop greater awareness of spending and saving practices.	Discuss the steps in income management.	Gross, Crandall, and Knoll, Ch. 16.
		Formulate and carry out a budget plan for a case family.	
		Set up a method of keeping records for your family if you do not have one.	

Evaluation of Objectives:

Play the game "Life Careers" using the concepts included in this unit.

RESOURCES

1. Campbell, Sally R., Age of Adaption, Sears, Roebuck and Co., 1970.
2. Gross, Irma H., Elizbeth Walbert Campbell, and Marjorie M. Knoll, Management for Modern Families, Prentice-Hall Inc., Englewood Cliffs, New Jersey, 1972.
3. Riker, Audrey Palm, and Holly E. Brisbane, Married Life, Chas. A. Bennett Co., Inc., Peoria, Illinois, 1970.
4. Starr, Mary Catherine, Management for Better Living, D.C. Heath Company, Lexington, Mass., 1968.
5. Thal, Helen M., Your Family and its Money, Houghton Mifflin Company, Boston, 1973, revised.
6. Westlake, Helen Gum, Relationships, Ginn and Company, Lexington, Mass., 1972.
7. "Three R's in Consumer Education," Ann Smith Rice, Forecast for Home Economics, January, 1975.
8. Forecast for Home Economics, April 1976.
9. "Managing the Money Squeeze," Reader's Digest, February, 1976, pp. 92-95, Reprinted from Woman's Day, August, 1975, Norman Lobsenz.
10. A Guide to Budgeting for the Young Couple, Home and Garden Bulletin No. 98, Prepared by Consumer and Food Economics Research Division Agricultural Research Service, Washington, D.C., revised 1971, (pamphlet).
11. Managing Your Family Income, Household Finance Company, (film).

Concept: Facing the possibility of children and planning for their arrival.

Generalization: A couple is ready to have a child only when both really want a child and have discussed the changes which will result from its coming.

Objectives	Supportive Learnings	Learning Experiences	Resources
Understand the family's responsibilities to the child.	Parenthood is an experience which brings great joy and satisfaction to parents but with it comes the challenges of providing for the child the love, care, and understanding, and opportunities for development that every child has the right to receive.	Filmstrip: Parenting: Fathers, Mothers, and Others	J.C. Penney
		Read: Personal Adjustment, Marriage and Family Living, Ch. 22.	Landis and Landis
		Read: The Developing Child, Ch. 1.	Brisbane
		Read current literature concerning the choice to have or not to have children.	Current articles
		Debate: Parenthood: Yes or No.	
		List reasons people give for having children. Discuss.	
		Complete self-quiz: "Would I make a Good Parent?"	Kirkendall, p. 99.
	It is desirable for parents to understand the responsibilities to their children.	Discuss the planning of the first pregnancy. biological readiness economic readiness psychological readiness	Westlake Ch. 29. Gordon and Wollin, Ch. 2.

26

Concept: Facing the possibility of children and planning for their arrival (continued).

Objectives	Supportive Learnings	Learning Experiences	Resources
		Reaction paper: Who should not or who should have children?	Ingle
		Investigate the publications and community resources which help parents understand the role of parenthood.	Books, magazines, newspaper articles, various agencies.
	Many couples do not have children due to individual choice or involuntary factors.	Discuss reasons couples do not have children.	
		Read: Relationships, Ch. 30.	Westlake
		Review current literature on the childless marriage.	
		Read: Personal Adjustment, Marriage, and Family Living, Ch. 26.	

Evaluation of Objectives: In groups of three, select a topic from this section. Prepare a ten minute presentation concerning this topic. Use a variety of sources.

Concept: The Role of Parenthood

Generalization: The role of parenthood is a cooperative one of husband and wife.

Objectives	Supportive Learnings	Learning Experiences	Resources
Understand the roles of mother and father in rearing a family.	The roles of mother and father often interchange in the rearing of children.	Discuss: Traditional and modern roles of parenthood and their differences. Why are they different?	
		Read: "The Birth of A Father"	American Baby, June, 1976
		Handout: Developmental tasks of the mother of the infant and young child.	Duvall, p. 193.
		Handout: Developmental tasks of the father of the infant and young child.	Duvall, p. 196.
		Write a reaction paper: "Can a man raise a baby as well as a woman?"	American Baby, June 1976, p. 22.
Understand how the family may adopt roles and responsibilities to provide for the needs of the new child.	In the role of parenthood, social and financial sacrifices must be considered.	Interview parents on how their roles have changed socially and financially after the birth of the first child.	
	Note: A child costs $35,000 to raise from birth to 18 years. With college education add $10,000 to $20,000.	Discuss: Meeting the finances of the first child.	Gross, Crandall, and Knoll, p. 525.
			"How Much Does A Baby Cost?" Redbook, April, 1976.

Concept: The role of parenthood (continued).

Objectives	Supportive Learnings	Learning Experiences	Resources
			"Financial Facts of Life for Fathers," American Baby, June 1976, p. 16.
		Find information about the responsibilities of parents in communes.	Library references. Bowman.
Understand the roles of outside agencies that are taking over some of the family responsibilities of parenthood.	Parents alone cannot provide everything for a child's development; a child is reared by a multiplicity of agencies. A child's development is enhanced by the social, political, educational and religious agencies in the community.	Consult various community agencies dealing with child care to find out what responsibilities of the family they are taking over and the possible reasons for these changes in the last 50 years. Make a list of the information found as a class.	Community agencies, Day care centers, Family and Children's Service of Lancaster Co.
			Additional references: Parents in Modern America, E.E. LeMasters. Fathers are Parents Too, Foster and English. American Baby, periodical. "Toddler Topics," Cooperative Extension Service.

Evaluation of Objectives: The class is going to operate a workshop for new and expectant parents. It will be in operation for one evening. Plan activities, sessions, literature, etc. for this workshop.

Concept: The child as a Family Member.

Generalization: The child has an important part in family life throughout the life cycle.

Objectives	Supportive Learnings	Learning Expereinces	Resources.
Understand the child's role in the family.	The child as a family member has rights, privileges and responsibilities.	Handout: Bill of Rights for Children.	Gordon and Wollin, p. 25.
		Discuss the family responsibilities of children at the stages in the life cycle.	
		Resource Person: Speaker from Child Welfare Office.	Child Welfare Person
		Discussion: What are the privileges of childhood?	

Evaluation of Objectives: Evaluation through class discussion.

Concept: Child Care

Generalization: Everyone has a right to develop his full potential for both physical and psychological well being.

Objectives	Supportive Learnings	Learning Experiences	Resources
Understand that parenthood demands an appreciation of children's needs.	The nuclear family provides the first setting where the physical, emotional, and intellectual needs are met.	Read: The Developing Child, Ch. 4, 5, 6.	Brisbane
		Handout: Children's Needs	Bowman, pp. 455-456.
		Discussion: What can parents do to meet the needs of their children? Which needs of children are also those of adults? Resource person: Child care specialist or doctor to speak on the emotional, physical, and intellectual needs of a child in the first year. Write questions for person to answer.	
		Complete questionnaire on parenthood. Discuss responses.	Kirkendall, 1968, p. 85.
Understand the various methods of discipline.	Various methods of child rearing are effective with different parents, different children, and in different situations.	Students reactions and opinions on child discipline.	

Concepts: Child Care (continued).

Objectives	Supportive Learnings	Learning Experiences	Resources
		Reports by students on different methods of discipline of children. democratic authoritarian lassiez faire PET and others.	Parent Effectiveness Training, Gordon.
		Filmstrip: Your Child and Discipline.	National Education Association
		Discussion: Consistency is probably the most important ingredient in good discipline. The two parents should be consistent in how they treat their child; one should not undermine the other.	
		Case study: Read and discuss in groups.	Brisbane, p. 120.
		Panel discussion: Invite parents from the community to take part in a panel discussion on child rearing.	Community members.

Evaluation of Objectives: Put yourself in the place of a parent. You are making your rules for discipline in your home. Write out three rules you would have and explain how they help to meet the child's needs and why each rule is important.

Concept: Quality of Family Life

Generalization: The quality of family life is a most important influence on a child's development.

Objectives	Supportive Learnings	Learning Experiences	Resources
Understand the influences of heredity and environment on a child.	A well balanced personality is developed through good physical care and healthy emotional surroundings.	Handout: "An Effective Family" Discuss.	Schulz and Williams, p. 214.
		Bring to class a list and examples of books and pamphlets on child development and family life. Review books for responsible literature and compile a complete list for future use.	
		Discussion: What if your child is handicapped.	Selected readings about the handicapped child.
			Special agencies for the handicapped child.

Evaluation of Objectives: Evaluation through class discussion.

RESOURCES

1. Bowmen, Henry A., Marriage For Moderns, McGraw-Hill Book Company, New York, 1974, seventh edition.

2. Brisbane, Holly E., The Developing Child, Charles A. Bennett Co., Inc., Peoria, Ill., 1965.

3. Duvall, Evelyn Millis, Family Development, J.B. Lippincott Company, New York, 1967, third edition.

4. English, O. Spurgeon, and Constance J. Foster, Fathers Are Parents Too, New York, G.P. Putmans Sons, 1951.

5. Gordon, Sol and Mina McD. Wollin, Oxford Book Company, Inc., New York, 1975.

6. Gross, Irma H., Elizbeth Walbert Crandall, and Marjorie M. Knoll, Management for Modern Families, Prentice-Hall Inc., Englewood Cliffs, New Jersey, 1972.

7. Ingle, Dwight J., Who Should Have Children?, The Bobbs-Merrill Company, Inc., New York, 1973.

8. Kirkendall, Lester A., A Reading and Study Guide for Students in Marriage and Family Relations, Dubuque, Iowa, William C. Brown, 1968.

9. Landis, Judson T. and Mary G. Landis, Personal Adjustment and Family Living, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1960.

10. Somerville, Rose, Introduction to Family Life and Sex Education, Prentice-Hall Inc., Englewood Cliffs, New Jersey, 1972.

11. Schulz, Ester, and Sally R. Williams, Family Life and Sex Education, Harcourt, Brace, and World, New York, 1969.

12. Udry, Richard, The Social Context of Marriage, J.B. Lippincott Company, New York, third edition, 1974.

13. Parenting: Fathers, Mothers, & Others, J.C. Penney Educational Materials. (filmstrip).

14. Your Child and Discipline, National Educational Association, (filmstrip).

15. Toddler Topics, The Pennsylvania State University, the U.S. Department of Agriculture and the Lancaster County Extension Service. (pamphlets)

16. American Baby, June, 1976.

17. "How Much Does A Baby Cost?" Claire Williams, Redbook, April, 1976, pp. 96 .

Concept: The Community

Generalization: Families and communities share responsibility for offering children and youth opportunities for education, for maintaining physical and mental well-being, for recreation, for protection from danger and for developing religious faith.

Objectives	Supportive Learnings	Learning Experiences	Resources
Know the community services and organizations in the community.	A good community for family living has adequate provisions for health and safety, good schools, and active churches, and a high degree of morale among residents. Personal and family living is enhanced when wide use is made of community facilities for recreational, spiritual, and cultural development. There is a constant interaction between the community and families.	Bring to class a piece of information about a community service or group. Share the information with the class. As a class compile a list of community services and groups in the school district and nearby area: Educational: libraries, schools, churches, clubs, organizations. Protection: fire, police, councils. Public conveniences: mail, utilities, play activities, civic centers, commercial places. Health: public health dept., clinics, inspectors of water supply, food, garbage, sewerage. Welfare services: day care, senior citizens. Assign a student to each of the services to find out information about it.	Community members such as school board members, township supervisors, civic club members, etc.

Concept: The community (continued).

Objectives	Supportive Learnings	Learning Experiences	Resources
		Bulletin Board: "Time on Your Hands" Leisure time.	
Recognize citizen responsibility to contribute to civic improvements needed for strengthening the community.	Because of the family's dependence upon society, it has a responsibility to support the agencies which benefit it. Families are more likely to have the kind of community they desire when they help to determine community objectives, policies, and the persons to implement them.	Brainstorm: Ways to support the community a family can do. Guest speaker: Local civic group leader to speak on how a young person can take part in his community now and in the future. Consider the cost in time and money and effort if the individual families were to provide their own services and show why each family should share responsibility in his community. Role play situations involving the responsibility of joining and actively participating in a community.	Person from Lions or Jay-Cees club. Reports from United Way and other agencies. Township supervisors to give information on the costs of providing services.

Evaluation of Objectives: Choose a community service or organization and participate in it in some way. Write a report on what you did and how you contributed to this organization.

RESOURCES

1. Duvall, Evelyn Millis, Family Development, J.B. Lippincott Company, New York, 1967, third edition.

2. Schulz, Ester, and Sally R. Williams, Family Life and Sex Education, Harcourt, Brace, and World, New York, 1969.

3. Community services, local and county.

4. Community resource persons.

5. Newspapers.